

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Arizona Dept. of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on June 19, 2012, from 9:30 am – 3:30 p.m.

Members Present

Lisa Aaroe
Lisa Bernier
M. Diane Bruening, Ed.D.
Ronald L. Clanton
Susan Douglas
Amanda Heyser
Robert Hill, Ed.S.
Gail Jacobs, Ed.D., Vice-Chairperson
Dr. Ida Malian
Kathy McDonald
Leanne Murrillo
Kimberly A. Peaslee
Kim Skrentny
Ralph Tillapaugh
Kay B. Turner, Ed.D, Co-Chair
Valerie VanAuker
Nancy K. Williams, Co-Chair

Others Present

Valerie Andrews James, ADE/ECSE
Angela Denning, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Sharon Lynch
Laura Schweers

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Dr. Kay Turner, Co-Chair, called the meeting to order at 9:40 a.m.	1. None.
2. Approval of May 15, 2012 minutes.	<p>Sue Douglas made a motion which was seconded by Dr. Ida Malian to approve the minutes of the May 15, 2012 meeting.</p> <p>The motion was approved.</p>	2. Motion carried.
3. Public Comment.	Nancy Williams welcomed the public in attendance. She explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a `brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. Exceptional Student Services.	<p>Some items on the agenda were taken out of order due to presenter availability. Items from Exceptional Student Services were presented throughout the meeting.</p> <p>Audra Ahumada, AIMS A Coordinator, Arizona Department of Education (ADE) updated the Panel on the development of the assessments for the Common Core Standards.</p> <p>Ms. Ahumada provided the Panel with a draft of a document entitled "Core Content Connectors (CCC) and the Curriculum Resource Guides". The document contains definitions and purposes of the Core Content Connectors. It also provides information on how they were developed. The document was still in draft form since The National Center and State Collaborative (NCSC) Consortium are going to be validating the instructional tools that the CCCs address with teachers. It will begin in August and September with Nevada and South Dakota.</p> <p>Arizona has been asked to participate as well. Ms. Ahumada has asked Robert Hill, the Superintendent of Arizona School for the Deaf and the Blind (ASDB), to help with the validation process.</p> <p>Nevada and South Dakota will do a general rollout with their Community of Practice (CoP) teachers. Arizona will not be working with the CoP teachers but Ms. Ahumada felt that the ASDB teachers were a group that needs to contribute feedback. ASDB students need the supports built into the curriculum instruction materials, just like any other student. This group can help guide the work that is being done for this grant.</p> <p>The NCSC has devised definitions for English Language Arts (ELA). The first draft deals with text complexity and text exemplars. They want to be very clear to teachers when they say, "Adapt your reading text per student." They are currently drafting the guidelines.</p>	4. None.

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	<p>There are current final versions of the CCCs for Reading and Math. The ELA will be rolling them out in a couple of months.</p> <p>The NCSC is doing ongoing revisions to the Writing CCCs. They will be meeting in August to finalize the next steps.</p> <p>The curriculum materials, the curriculum resource guide and a text analysis scripted lesson (SASSI) will be piloted soon. Another set of lessons being developed are the Universal Design for Learning (UDL) Unit Lessons. That lesson is more closely aligned to the Common Core Standards with access for students at various levels NCSC is trying to make sure that they are giving teachers a range of instructional materials. They know, even in the alternative assessment, there are students with unique and various levels.</p> <p>The SASSI lesson explicitly scripts each task so that students can access the content.</p> <p>Ms. Ahumada reviewed examples of Math connectors that were included in her handout.</p> <p>Ms. Ahumada will be presenting on this topic at the Directors Institute.</p> <p>An NCSC work group has been working on drafts on the items and item families for the assessment.</p> <p>The CCCs are being groups into families of items. This is assist teachers to understand which standards can be taught together and a possible sequence. Students in this population have a variety of skills and possible gaps in their abilities and skills. The item family will be aligned to the common core standard that is being assessed.</p> <p>They are also working on drafts of the policy descriptors. Policy descriptors are a statement that identifies what a student can do at the level he/she is at in the assessment.</p> <p>The ELA items have been reviewed. The team is also working on the text types for reading on the items that will be included on the assessment.</p> <p>The assessment items will not go up in varied steps but more of a steady slope to reach the construct of the CCC.</p> <p>In Arizona, the staff is currently looking at the current assessment to determine how closely it is aligned to the new common core standards.</p>	

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	<p>Arizona has been part of a grant for the past year and a half. They looked at all of the items on the assessment for the past three years and also looked at students who took the test for the past three years. The purpose was to look at the student growth on the assessment. This is not a growth model but it is the beginning work for looking at students in the AIMS-A population. The assessment clearly looked at whether or not Arizona students are growing in complexity from year to year. Ms. Ahumada told the Panel that they would be looking at the results in the following week.</p> <p>Ms. Ahumada feels that Arizona is on the right track for alternate assessment. Many of the activities are ahead of schedule and productive.</p> <p>The last working group of the grant is a professional development group. Group members were in Lexington, KY the prior week in a communications summit. The team consisted of Mary Keeney, Assistive Technology Specialist, ADE/ESS; Ms. Ahumada; Pat Reynolds, ADE Assessment, and Kathy Coloma, ADE Early Childhood Specialist. The purpose was address students' communication needs. The team started by looking at students in preschool as they felt that starting to look at communication systems for students in third grade was too late. If a student doesn't have a good working knowledge of a device or communication system and how to communicate by Kindergarten then he/she may not be ready for the alternate assessment.</p> <p>The group is hoping to work with a district on a pilot program. The goal is to help them with strategies to address communication. The district will then report to the group with videos of the help they have given to students; the group can then give them more feedback. The new assessment will be field-tested in the 2013-2014 school year and will be rolled out to all students in the spring of the 2014-2015 school year. The new instruction materials will be piloted in the 2012-2013 school year.</p>	
5. Mentally Ill Kids in Distress (MIKID)	<p>Valerie VanAuken, the Family Services Assistant Director for MIKID in Central and Southern Arizona and a member of SEAP informed the Panel about the purpose and services of MIKID.</p> <p>MIKID was established in 1987 by a parent who was struggling with navigating the behavioral health system. MIKID provides services throughout the state.</p> <p>MIKID is a family-run organization. Members of the staff are family members who are involved in one or more systems for children; i.e.: Department of Developmental Disabilities (DDD), education, Behavioral Health, etc. Staff members have gone through the journey that their clients are beginning or are having difficulty navigating.</p> <p>The mission of MIKID is to improve Arizona children's behavioral health one family at a time.</p>	5. None.

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	<p>Staff members meet families “where they are”. They provide services to family members in their homes, a coffee shop, etc. to help with the needs of the child and family. Their help is tailored to what a family needs. MIKID staff work with families to provide guidance and assistance on how to advocate in a non-adversarial way for their child and for their family during Child and Family Team (CFT) meetings, with school staff and with other child-serving agencies.</p> <p>MIKID services and programs include: family support, youth peer support, respite, kinship and caregiver support and individual/group skills training.</p> <p>Family Support Partners/Parent Partners provide one-on-one support for families. Sometimes they attend the Child and Family Team for behavioral health; attend IEP meetings; 504 meetings; or help the family gather resource materials to educate them.</p> <p>Ms. VanAuker shared her personal experiences and talked about the life skills training that MIKID can provide.</p> <p>Kinship and Caregiver support is provided for the growing number of grandparents and extended family members who are caring for children who would otherwise be placed in non-relative foster care. The programs educate on how to navigate the various child serving systems and provide support while connecting with others in similar situations.</p> <p>MIKID has over 120 employees statewide. MIKID has recently gone through reorganization and now Ms. VanAuker is the Assistant Director for Central and Southern Arizona for Family Services.</p> <p>The funding for MIKID comes from Behavioral Health providers and private funding. This service is free for families of children ages birth through 18 years old.</p> <p>MIKID started a support group on the Gila River Indian Reservation called the “Purple Onion”. At the beginning there were two families that were part of the program but now it has grown to 20-30 families. MIKID staff respects the culture of the families and the community.</p> <p>Two of the challenges that MIKID families encounter most often are education and navigating the behavioral health system.</p> <p>Ms. VanAuker fielded questions from the Panel.</p>	

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6. Early Childhood Special Education (ECSE)	<p>Valerie Andrews-James, Director, Early Childhood Special Education (ECSE) updated the Panel on current ECSE activities.</p> <p>Ms. Andrews-James reminded the Panel that ECSE has newsletters on their website that contain articles regarding early childhood and that highlights exceptional programs in the state.</p> <p>ECSE is getting ready to provide assistive technology training that is geared towards preschool and preschool teachers and early childhood learning.</p> <p>The Boot Camp was held the week before the June SEAP meeting. There were over 300 early childhood educators. Most of them were from district preschools. There were also individuals from head start and child care centers.</p> <p>ECSE is going to be focusing on trainings for early childhood special education. The trainings will focus on adapting the environment.</p> <p>ECSE is about to put out a Request for Proposals (RFP) regarding trainings on Autism Spectrum Disorders, specifically as it relates to working with very young children. ECSE is also asking for quality coaching that goes with the training.</p> <p>ECSE was in the process of receiving its final data for the State Performance Plan. ECSE has completed its first full year of the GOLD Assessment for Indicator 7 (Preschool Outcomes) and is looking forward to the results. They have received a lot of positive feedback from teachers in the field.</p> <p>ECSE will be reporting the data for Indicator 6 (Preschool Least Restrictive Environment (LRE)) for the first time on October 1, 2012.</p> <p>Ms. Andrews-James will be attending the Office of Special Education Programs (OSEP) Leadership Conference.</p> <p>Following Ms. Andrews-James report the Panel had a discussion regarding the difficulty of recruiting typical children for an LRE preschool for developmentally disabled children.</p>	6. None.
7. Exceptional Student Services	<p>Angela Denning, Deputy Associate Superintendent, ESS, updated the Panel on ESS activities.</p> <p>The OSEP verification visits have been postponed for 1-2 years. However, they will continue to do fiscal monitoring, which will most likely be a desk monitoring.</p> <p>Arizona hadn't received its State Determination as of the June SEAP meeting.</p>	7. None.

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	<p>The Public Education Agency (PEA) Determinations were delayed due to unexplained errors in the ADE data system. ESS was working to get the glitches identified.</p> <p>The Directors Institute is scheduled for August 27-29, 2012. Keynote speakers will include Patrick Henry Hughes and his father, Patrick John Hughes.</p> <p>ESS will be collaborating with CASE to create a 101 training for new special education directors.</p> <p>ESS has created a calendar of data collection deadlines, upcoming trainings and conferences. The calendar isn't ready for dissemination.</p> <p>The ESS staff are currently analyzing the data that is collected from phone calls from the public to Monitoring Specialists and Parent Information Network Specialists. Ms. Denning showed the Panel a draft of the results. Results may guide future ESS training.</p> <p>Panel members discussed the results.</p>	
8. Vocational Rehabilitation	<p>Betty Schoen, M.A., C.R.C., Transition Specialist, Rehabilitation Services Administration (RSA), presented on Vocational Rehabilitation (VR) services in the State of Arizona.</p> <p>VR provides the following services to high schools:</p> <ul style="list-style-type: none"> • Technical Assistance and Consultation • Outreach and Identification of Potentially Eligible Students • Referrals • Joint Transition Planning <p>VR works with high school youth to help them plan for their transition into the adult world of work. VR also provides services that they require to reach their postsecondary goal in employment.</p> <p>Eligibility requirements include:</p> <ul style="list-style-type: none"> • Individual has a documented disability that creates a barrier to employment • Individual is capable of employment and wants to work • Require VR services in order prepare for, get, or keep a job <p>Arizona Statute 34 CFR 361.22 states that VR has the obligation to provide technical</p>	8. None.

Topic	Discussion	Outcome
	assistance and consultation for transition planning.	
	VR counselors have a good grasp on the available resources in the community.	
	Students can be referred at any point in their high school experience. Students who have more disability related service needs may need more time with a VR counselor to address their transition planning.	
	VR functions under an Order of Selection which allows them to determine who is served first when they don't have the resources to serve everyone. There are three priority categories: 1, 2 and 3 with Priority 1 being the highest priority. VR determines which category an individual qualifies for based on their disability-related service needs. There are seven major life areas that help make this determination:	
	<ol style="list-style-type: none">1. Communication2. Interpersonal Skills3. Mobility4. Self Care5. Self Direction6. Work Skills7. Work Tolerance	
	The more limitations and service needs that an individual has, the higher their priority. It is important that VR has a conversation with not only the individual but with someone who knows this person well (someone who can help identify the individual's limitations).	
	VR is currently only serving individuals in Category 1.	
	Ms. Schoen encourages schools to refer students to VR as soon as possible, even if they're not sure a student will qualify for services. Students who do qualify and are put on a waiting list are removed based on their application date. Sixty-eight percent (68%) of the VR clients fall into Priority 1.	
	The VR counselor should be providing information about other resources in the community to those students (and their families) who are placed on the waiting list.	
	Workforce Development Centers provides employment for the average job seeker. They have many workshops to help prepare people to seek employment. A high school youth should be able to participate in the workshops. Most of the large districts within the state have career centers in their high schools. Community colleges also have career centers. High school	

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	<p>students can use these career centers.</p> <p>VR has an informational DVD that they distribute to educate individuals on VR services. Ms. Schoen provided copies to the Panel. The video link can also be found at: https://www.azdes.gov/rsa/.</p> <p>The services provided by VR are based on individual need.</p> <p>The following items are a partial list of the criteria that VR counselors use to determine if a case can be closed successfully:</p> <ul style="list-style-type: none">• Did the individual receive VR services under their IPE that contributed to the achievement of an employment outcome?• The Individual Plan for Employment (IPE) services need to have been completed.• The job that the client has must meet the vocational goal in their IPE.• The job must pay at least minimum wage. <p>If, within the first year after case closure, a client loses their job due to a disability-related reason, they can have their case reopened and receive post-employment services. If the client needs VR services after their case has been closed for more than a year or if the individual has a new disability, VR would need to open a new case.</p> <p>Ms. Schoen fielded questions from the Panel throughout her presentation.</p> <p>In her work with high school students Ms. Schoen listed the following items as unmet needs:</p> <ul style="list-style-type: none">• Disability awareness (Student's awareness of his/her disability)• Understanding the IEP accommodations• Accommodations after high school• Lack of career exploration• Opportunities for work skills <p><i>Robert Hill left the meeting at 2:20 pm.</i></p>	
9. Arizona Bridge to Independent Living	<p>Leanne Murrillo, Arizona Bridge to Independent Living (ABIL) and current SEAP member presented on her agency's services.</p> <p>ABIL serves individuals ages 14 and above. ABIL is focused on adults more than youth. The Youth Transitions Program, which serves individuals ages 14-22, is the only youth-focused program. Ms. Murrillo is the coordinator for this program.</p>	9. None.

Topic	Discussion	Outcome
	<p>ABIL is federally-funded for four programs:</p> <ul style="list-style-type: none">Information and referralIndependent living skills instructionAdvocacyPeer Support/Peer Mentoring <p>The remainder of ABIL's funding comes from local grants. The youth transition program is funded through Valley of the Sun United Way. Most of the programs are provided at no cost. There are no agencies that pay ABIL to work with an individual. It must be the individual's choice to work with ABIL services.</p> <p>Ms. Murrillo's major role in the youth program is to visit the local high schools. She visits classrooms and detention centers to work with students. During her workshops she takes the time to find out how much the students know about special education and their individual disabilities. There are many students who don't know this information. Her workshops teach students that IEPs do not follow them after high school in addition to independent living skills, among other topics. She uses her life experiences and information about her disability as teaching moments for the students.</p> <p>One of the resources that Ms. Murrillo frequently uses is the Full Life Ahead workbook. It can be found online at www.fulllifeahead.org. This is a transition workbook for students with disabilities and their parents. The information gleaned from this workbook can be valuable at an IEP meeting.</p> <p>Ms. Murrillo discussed the history and philosophy of Independent Living Centers. Independent Living Centers have to be staffed by at least 51% of individuals with disabilities.</p> <p>Anyone with a disability -- physical, mental, cognitive, or sensory -- is eligible for ABIL services.</p> <p>Ms. Murrillo fielded questions from the Panel.</p>	
10. Special Education Advisory Panel (SEAP)	<p>Ms. Williams led a Panel discussion regarding transition services. Ron Clanton reminded Panel members that individuals in the foster care system usually don't have an individual to help them navigate the system for services after high school. The school is the key for helping these students. Recommendations:</p> <ul style="list-style-type: none">• Ask ADE/ESS ensure that the existing resources are easy to find on the website• ADE work with community colleges <p>Dr. Malian suggested that the Panel invite a representative from a community college to</p>	10. Motion carried.

Topic	Discussion	Outcome
	<p>educate them on college disability resource centers and job centers.</p> <p>Ms. Denning informed the Panel that ESS is currently working on updating its website.</p> <p>Ms. Williams gave Certificates of Appreciation to the following exiting members: Kathy McDonald, Dr. Kay Turner. Both Ms. McDonald and Dr. Turner were on the Panel for 9 years.</p> <p>Ms. Williams reviewed Panel vacancies.</p> <p>Ms. Williams reviewed the duties of the co-chair. This is a two-year term. The co-chair position held by Dr. Kay Turner was up for election. Ms. Williams opened the floor for nominations of the co-chair. Dr. Turner nominated Dr. Gail Jacobs for the position. Dr. Jacobs was elected for the position of co-chair.</p> <p>Ms. Williams reviewed the duties of the vice chairperson. This is a one-year term. Ms. Williams opened the floor for nominations of the vice chairperson. Dr. Jacobs nominated Dr. Ida Malian for the position. Dr. Malian was elected for the position of vice chairperson.</p> <p>The Panel reviewed the 2012-2013 SEAP Calendar. Ms. Douglas noted that the May meeting is in the last week of school. Ms. Williams asked Jeannette Zemeida to find out if Room 417 was available on May 7, 2013.</p> <p>Key Points:</p> <p>The Panel didn't take any action. The transition presentations can be summarized for the Annual Report.</p> <p>Recommended ADE/ESS reorganize ESS website to make resources easier to find.</p> <p>Valerie VanAuker volunteered to summarize the 2011-2012 minutes for the Annual Report.</p>	
11. Members Reports from the Field	The item was tabled due to lack of time.	11. None
12. Adjournment.	<p>The next SEAP meeting is scheduled for September 18, 2012. It will be held at the Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, AZ.</p> <p>Agenda items for next meeting: Community College Career Center</p>	12. Adjournment.

Topic	Discussion	Outcome
	The meeting was adjourned at 3:30 pm.	